THE JOURNAL OF EDUCATION

Volume 130 SEPTEMBER, 1947 Number 6

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as we go to press . . .

We are as eager to bring you this first issue of the school year as most youngsters are to be back in school. Now if ever come perfect days for making new starts.

Last spring an observant teacher in one of our eastern high schools told us that she and her colleagues were very restless. All of them had received substantial pay boosts. Of course it was near the end of the year and the pupils were losing interest as the out-of-doors beckoned. But perhaps teacher morale was still affected by the abnormal emphasis on money. We venture to predict that the best work, these coming months, will be done in schools where salary questions have been satisfactorily settled and thoughts can be centered on other matters.

If morale fell to a dangerously low level in your corner of the forest last spring, it may have been because you were too busy to read a certain magazine which modesty forbids our naming or even hinting the name of which . . .

We haven't talked the contents of this September number or of those to come. That's because we should not know where to stop if once we began. We can't remember a time when so much good material was on hand or promised. But there is always room for one more article and yours might be that one.

Would you like to join something? Well, here's your chance. Since none of us knows all the answers and each of us knows one or two, we are launching the Loyal Order of Answer Swappers. As the announcers express it, "Here is all you do." Simply call to mind some kink that has been ironed out in your own school or group of schools, some fairly common problem that has been solved, and jot down the facts in from 200 to 600 words. Mail the little report to us and, if we decide to use it in our Answer Swappers' department, you will become at once a charter member in good standing of L. O. A. S. Will you do this? Thanks.

XUM

Your Textbook Reporter

American Folk Music

High school choruses and glee clubs are often eager for new material. To discover old material that is new to themselves and their audiences is one answer to their quest. Take this specialty number, *American Folk Music,* which recently came off the press. It is a happy collection of tunes and lyrics, picked up in various states and sections of our country, some of them from memory, some from early song books. The editors have brought words and tunes together for the first time, in some instances. Wisdom mingles with nonsense. Two to four parts are provided. Brief histories of the songs are given at the end of the book which is bound in strong and colorful paper covers.

AMERICAN FOLK MUSIC, Jackson and Bryan. C. C. Birchard and Company, Boston. $1.25.

Our Earth

If you were around eight years old and eager to know more about the world you live in, you would welcome such a book as *Our World.* And unless some old timer told you it was a geography and not as good to hide behind as the one he had when a boy, you would think it interesting, not at all difficult to follow, and—what pictures! Pictures on every page, it seems; much better than the color photographs Uncle Henry takes and shows you on the wall.

You would learn about mountains, what they are and what they are used for, and you would never forget the sheep or the forests or the firewarden or the shepherds beside their camp fires, because the whole thing is personalized with real people and told in simple words and easy sentences —not a set of cold definitions to be memorized. Mountains, plains, hills, deserts, lakes, rivers and oceans are introduced slowly, each becoming familiar before you go on to the next. You would learn that the earth is round and has seas and continents and an equator which isn't there at all. And you would see farmers plowing their fields and planting this or that, and later harvesting their crops. You would visit a maple sugar camp and enjoy a sugaring-off party. You would get some idea about how clothing grows on sheep's backs, and how houses come from trees. Not directly, of course. But the things we have around us don't just appear from nowhere. Some one has to sow or plant or dig or fish for them. You would understand quite clearly before you were through with this book that the earth is a good deal more important than Mother thinks it is when she warns you to wipe your feet. Maybe you would be able to create more respect for "our earth" in Mother's mind, though this is extremely doubtful. For Mother, poor dear, studied geography from an old fashioned book. Her feet never quite got down to earth, as yours do— you lucky sibling.

OUR EARTH, Whipple and James. Macmillan Company, New York. $1.88.

Consumer Mathematics

What the average adult doesn't know about the application of arithmetic to his day-by-day financial problems has been put into a book called *Consumer Mathematics.* It is designed for the latter part of one's high school course. Those students who are fitting themselves for college will be too busy with prescribed work to take anything so directly practical as a course in figuring how to make ends meet. But those who do not expect to continue their formal education beyond the high school can learn a lot of things that tend to sensible self management, and this on personal thrift includes everything from vegetables and meat to instalment buying and the various forms of insurance.

Here one finds no problems introduced to exercise supposedly important mathematical processes, but problems first and processes second. Provision is made for drill in fundamentals, of course; for skills once learned do not stay useful unless frequently used—and we understand there have been cases of children getting into high school with somewhat defective reckoning abilities. High school principals have been asking for a textbook to undergird a course in arithmetic tied to life. *Consumer Mathematics* is not the first book to be offered for that purpose, but very new and seemingly a good one.

CONSUMER MATHEMATICS. Schorling, Clark and others, World Book Company, Yonkers. $1.96.

Two Basic Readers

Paths and Pathfinders for the seventh grade, *Wonders and Wonderworkers* for the eighth—these are two new titles in the expanding series of Basic Readers under the general editorship of Dr. William S. Gray. These readers are composed of selections from many fields and literary forms, including fact, fiction and some easy verse. Adventure and achievement are given the prominence they should have in books for early adolescence. There is a guide for teachers that should lend purpose to each selection, make instruction simpler for the less brilliant teachers and perhaps prove stimulating to the more creative ones. Such purposes as helping the pupil to understand himself, to broaden his horizons, to read critically, are constantly stressed. The starting of reading interests that may continue through life seems to rate higher than the mere mechanics of reading, in these attractive texts. Think and Do books are available to accompany these readers, and in these workbooks one finds many signs of ingenious plotting to overcome apathy and awaken whatever is within the youthful head.

PATHS AND PATHFINDERS, WONDERS AND WONDER WORKERS. Gray, Pooley and others, Scott Foresman and Company, Chicago.

I Find My Vocation

A great deal of general information and sound advice is contained in this third edition of *I Find My Vocation.* It does not pretend to treat many occupations in detail. Instead, it suggests methods of attacking the problem, points to be considered, things not to do. The student is warned against being overinfluenced by a single factor, against looking only at the starting salary, against consulting astrologers and others promising the impossible. Directions are given for thorough study of some occupation in which the individual is interested. Again, the student is shown how to profit from analyzing the biography of some successful person. A broad list of biographies is provided, including fifty or more lines of endeavor. There are special chapters on enemployment compensation, industrial

benefits and kindred matters. Rewards which are not of a financial nature are accorded due importance. Distinction is drawn between education and training. No one is asked to regard his occupational choice of the moment as final unless it be the right choice.

Such a book should serve to prevent many mistakes in the selection of a life work. It should put a little more science, much less guesswork, into this decision, so difficult for most young people to make prudently.

I FIND MY VOCATION, Harry D Kitson. McGraw-Hill Book Company, New York. $1.80.

Applied Chemistry

The 1947 edition of *Applied Chemistry* contains so much new material as to remind one how rapidly chemical science has advanced during the past decade. Not only has the development of atomic energy opened wide vistas for future study, but all sorts of useful substances such as sulpha drugs, penicillin, synthetic rubber and various plastics have come from the laboratories in such quick succession as to promise almost unlimited discoveries.

Applied Chemistry is aimed at high school students not concerned with preparation for college or technical school, but wishing to know about chemistry's methods and achievements, its contributions to better living. The book is not a mere superficial affair, but a serious textbook, only a little less academic and exacting than the usual treatises employed by high school classes. The emphasis on applications of the science is in line with the tendency of all good science texts nowadays. Where the volume we are examining stands out is in its successful threading of a middle pathway between the very technical and the very popular.

APPLIED CHEMISTRY. Wilson and Mullins. Henry Holt and Company, New York. 2.36.

Junior English Series

Books 1, 2 and 3 of Junior English are aimed at the those important, formative years spent in junior high school or the equivalent grades. Books 1 and 2 are more or less alike and can be described in similar terms. Each consist of ten units. Story telling, manners, the sentence and paragraph, the age of reference books, social letters, business letters—in Book 2 the newspaper—all are focal points about which cluster elements of grammar and all the other things one needs to learn about English usage. The tenth unit deals with poetry. Diagnostic tests are provided. Book 3 takes nothing for granted, but starts out freshly on its own, to give the pupil's English a bright new polish. Stocktaking at the outset is particularly thorough. The second half of this text is devoted to grammar. The volumes of the set are attractively illustrated. The explanations are reasonably clear and simple. These texts, like most others published nowadays, recognize the unfortunate fact that the English one learns in school is constantly crumbling beneath the blows delivered outside the classroom by acquaintances and, it may be, relatives.

JUNIOR ENGLISH ONE, TWO AND THREE, Holland, Bailey and others. American Book Company, New York. $1.72, $1.84 and $1.92.

From Colony to World Power

The development of the United States as suggested by the title *From Colony to World Power,* has been both rapid and prodigious. To select the salient features, to depict them clearly, with due consideration to causes and effects is a large order. We sometimes marvel that so nearly the same notion is seen emerging from so many different history books.

The book in hand is evidently geared to the needs of senior high schools. It is a revision, more chronological than the earlier edition, and more up-to-date.

The story unfolds in sufficient detail not to seem skimped or sketchy. The part about business and how it became big business through resorting successively to pools, trusts, holding companies and mergers is presented in clear and simple terms. The student learns how a corporation is financed and controlled, though the concept of "an artificial legal person endowed with continuous life" may prove a sticker.

The 800-odd pages are liberally interspersed with pertinent pictures, maps and charts. Altogether it appears to be a careful, scholarly work, adapted to the capacities of the average or above average high school boy or girl. One may doubt whether the below average can get much of a grasp on history no matter how skillfully it is written down to their assumed level's.

FROM COLONY TO WORLD POWER, William A. Hamm. D. C. Heath and Company, Boston. $2.80

Stories to Remember

This is about three readers, intended for grades 4, 5 and 6 respectively. *Wonder and Laughter, Dreaming and Daring* and *High Road to Glory* are the titles, arranged in crescendo, as well as in order of ascending age levels. Each is a collection of short pieces drawn from many of the best writers for children. There has been a sharpening of skill in juvenile literature in recent years. Add to this the greater care exercised nowadays to discover what children really like to read—and you have the possibility of children's anthologies that are something special. The *Stories to Remember* series are much in this modern spirit—though dipping into the past lest some of the tales that are timeless be slighted.

The selections in each reader are grouped under topics, five or six to a book; these topics in evident pace with the interests of ten-to-twelve-year olds. If some teachers should happen to feel that the third book is less closely tuned to its audiences than the preceding two, the publishers probably have their answers ready. In fact, the teachers' manuals that accompany these readers seem to have been worked out with great care so as to contain the answers to many anticipated questions. For one thing, they suggest special things to do to make each story and poem stand out in memory. Even the notes about authors as given in these manuals, are more human and lively than the run of the mill in such matters.

WONDER AND LAUGHTER, DREAMING AND DARING, HIGH ROAD TO GLORY, Bennett, Dowse and Edmonds. Silver Burdett Company, New York. $1.68, $1.72, $1.72.

XUM

Editorials

Can We Teach Clear Thinking?

Few will deny the desirability of clear thinking or that it should be taught if this is possible.

Before us is an interesting brochure entitled *Seven Rules of Clear Thinking.* It is written by Roy C. Bryan, Principal of Western State High School in Kalamazoo, Michigan. The author designed it as a text manual for a six weeks' course within the social studies curriculum in high school.

The seven rules are clearly stated. Each is important. Each is illustrated with a variety of examples that are seemingly within the range of high school students, examples that ought to prove of interest and to help sharpen reasoning faculties.

The rules are concerned with such matters as avoiding prejudice, veering away from false assumptions, demanding ample cross sections as evidence, shying at analogies, not grasping at some preceding event as the sure-enough cause of what followed—in short, the rules that any really mature person tries to observe in arriving at conclusions. The author's examples are drawn from everyday situations in school and home and from quoted statements of politicians, lawmakers and other public men.

The only danger we can foresee in such a course as this manual suggests is that youths aspiring to power may learn false and easy ways of misleading the ignorant. In honest hands, it should serve to reduce gullibility and to substitute sound mental processes for emotion-ridden guesswork. Surely the times in which we live do call for straight conclusions. The old notion that a course in abstract logic would accomplish what we need is out the window. Here appears to be a modern approach to a task that has defied centuries of educational effort. The thing deserves a trial.

Librarian's Angle

If any public servants are less well off than the teachers, they are the librarians. The number of library workers in a given community is usually much smaller than the number of school workers. This means a smaller chance of exercising pressure for salary raises. According to the head librarian of one Massachusetts community, young women who might otherwise have become library assistants are now turning to the school profession because they believe the prospects are better.

No doubt the citizens will waken one of these days to the fact that they have another crisis on their hands—a library crisis.

The librarian of long and distinguished service who called attention to the growing difficulty of securing qualified help in the care and circulation of books, made this further observation: "When young people of my generation went into library work, their chief question was what they could do. Today the chief question is what they can get."

We learn from the same source that the preservation of order and quiet in libraries has become more difficult of late. There is less respect for the institution as patronage expands to include members of all social groups. High school teachers have witnessed the same phenomenon and have found it very hard to cope with.

Does culture necessarily grow thinner as it spreads?

Are the professions having to do with general enlightenment really drawing to their ranks a lot of individuals lacking the proper vision and spirit?

Academic Fence Jumping

When a teacher sets out to teach a given number of classes in certain assigned subjects, he may think he is going to do just that and nothing more. But he is practically sure to step over into subjects not assigned, subjects about which he may or may not be well informed.

Since the average class likes nothing better than to lead the discussion away from the lesson at hand —and since such excursions are less formal and more likely to be taken with an open mind, a teacher's unpremeditated side remarks often make a deeper and more lasting impression than his prepared exposition of the day's lesson in his special paddock.

No doubt some institutions and some overseeing boards succeed in shutting teachers off from this or that area of free deliberation. By and large, however, a vast amount of fence jumping is indulged in by a multitude of teachers at all levels.

If Mark Hopkins on one end of a bench and a student on the other constituted a college, it was because Hopkins could venture far afield and return safely to a wise and deep philosophy of life. What man or woman who has profited from an education does not recall with gratitude those teachers who got off the lesson to shed light on some other aspect of life? Such digressions, managed by a person of intellectual integrity and fine ideals, are educational elements far too precious to be missed.

It is important that fence jumping be not impeded or discouraged by educational authorities. Officials who hold that academic freedom applies only to the teacher's own area of specialization—that he should mind his own business and stay out of other areas—would have their institutions producing graduates in grooves, not educated personalities but corrugated ones.

If it occurs to any one that academic freedom is dangerous, we will not deny this. So are all other freedoms dangerous.

A teacher who is wiser in his own conceits than otherwise can do irreparable damage in short order to the beliefs, aspirations, theories or correct understandings of his students merely by a sneering pronouncement upon something he knows next to nothing about.

It behooves those who do the selecting and hiring of teachers to look into their characters, their ways of regarding life, their interests and information. Too much depends upon the teacher's side-thoughts and basic principles to make the choosing of teachers easy.

Let more teachers be found who, in this world of narrower and narrower compartments, can compare and synthesize and integrate—teachers, that is, who can earn the title, "educators."

Understanding Is Not All

The foremost imperative today is "Understand!" Parents and teachers are bidden to understand children. Different racial and religious groups are told to understand one another. Nations the world over are likewise enjoined to mutual understanding.

But understanding the children or the neighbors at home and abroad is no magic formula for happiness or good will. The deeper we go into understanding some persons who once were strangers to us, the more we may despise them.

What is really meant by the understandists, if you will pardon the term, is: "Try to get the other fellow's point of view, so you may consider whether you would act as he does if you were in his place. If you still blame him for certain of his actions, look for others of his actions that you can approve."

Maybe the saints are right and it all comes around to charity, a kindly spirit, love. Having this attitude, you look for good in everyone. You believe it is there, and eventually you find it. Or if it never makes its appearance, you keep on hoping and believing it is there and will emerge some time.

If certain individuals, groups or nations are so opposed to the things you stand for that you must regard them as potential enemies, be on your guard constantly, but don't call names or stir up more hatred, fear or suspicion than is necessary. Never tell a suspected character you can read him like a book. There are times when reading should be silent.

It seems you must understand how to use understanding. We might call this wisdom.

Autocrats, Take Notice

That N. E. A. pamphlet entitled McCook, Nebraska, fails to tell us whether Mr. Leonard Larson, once Superintendent of Schools in that city of 6500, has gained in wisdom from the mess he got himself into. For, as you probably know, he caused the dismissal of three or four first-rate teachers without warning, one spring day, and thus precipitated teacher resignations, a pupils' strike, meetings of angry citizens, investigations, and about everything that a public official doesn't like.

Obviously the trouble with that superintendent was an exaggerated sense of his own authority. With this went, quite naturally, a diminished estimate of the importance of other human beings, such as teachers and such as school children, parents, citizens and the NEA's roving Defense Commission.

The McCook incident merely showed up what sometimes happens less conspicuously in other towns where school authorities are arrogant and narrow or act on whim and hearsay. Superintendent Larson was found not to have visited classrooms to acquaint himself with how his teachers taught. Instead, he depended on spies.

McCook might have escaped its educational nightmare if its state had had a law assuring teachers of reasonable tenure, as more than half the states already did have.

When all is said and done about McCook, Nebraska, let one important fact be included. The McCook case was exceptional. Few places in America descend to educational depths so deep. The more widespread peril is in those communities where a more cautious undermining of faculty standards and morale goes on, through putting politics ahead of pupils.

RE-EDUCATE AMERICANS FIRST

LOUIS FOLEY
Ecole Champlain
Ferrisburg, Vermont

IN THESE days we hear much about the responsibility which we as a nation must feel for "educating" the people of certain other countries. We hear a great deal about "education for in ernational good will." It might be interesting, however (though perhaps disillusioning for us), to know just what thoughts are aroused in the minds of other peoples by American pronouncements of that sort.

We are on the whole a rather self-righteous people, fond of telling other nations what they "ought" to do, which is of course *our* way of doing—or at least what we like to think that we do. A few years ago a much-uttered phrase in this country was to the effect that "Europe should set her own house in order." But perhaps there are times when others might feel justified in throwing that phrase back into our teeth. A university president said recently: "We have tried to teach the people of European countries what democracy means. We should do well to begin at home.[1]"

A few months ago a letter to the editor of a French newspaper, written by a Frenchman who appears unmistakably as a true friend of America, brought out very sadly the disappointment which many Europeans have felt over the behavior of our troops abroad. It shows how, within a year after the liberation of the occupied countries, we have largely spoiled the immense prestige which the valor of our armies had won for us among the peoples freed from the German yoke. Admired for superb fighting on the field of battle, our soldiers are described as being otherwise insufferably illbred.

Having lived in daily contact with American troops, this French witness testifies that he found them fine comrades and that it was really a pleasure to work with them—so long as they did not criticize his country. Their expressions, however, have not changed since 1918. "We are 'damn dirty frogs,' 'dirty,' 'inefficient;' we do not know how to fight, we always have to have America pull us out, we are complicated, backward and so on. They despise us for our slowness, our manner of living, of seeing and understanding things and life. . . They are too young, and we seem to them to be fossils because we live for something else than speed, sport, dancing, girls, bars, and all that they call FUN. Yet I still think it is we who have the best of it, and who taste the finest joys of existence.

"Above all the GI's are overgrown children, rather naif, egotistic, terribly proud and boastful. They think that because they build things big and fast, they are above all other peoples, as if material superiority made them superior in everything. From a technical point of view, we have unlimited admiration for them. But in many cases, they totally lack what we call *civilization*, with all that it means in the way of delicacy and good breeding. . . We were disposed to take them to our hearts, and we do like them anyhow, with all their faults. If we had felt indifferent toward them, we should not have been so much grieved by their scornful attitude, their lack of understanding or appreciation, and we should give them back insolence, scorn for scorn. But we know that some among them are sincere and true friends. . ."

Though not as a rule particularly emphasized, there has been enough corroboration of such charges from American sources to dispel any suspicion of foreign prejudice. An American writer,[2] dealing with the subject of damage claims paid by our government for "GI deviltry," cites examples which would be a disgrace to any nation, even the supposedly least civilized. A sample of the milder cases is that of a group of American soldiers who pushed a man and his wife out of a car, then drove it off and wrecked it. Millions and millions of dollars have been paid to European civilians, whose thousands of claims for damages have generally been settled at a very cheap rate. No account is taken of "pain and suffering" caused to the victims, even in the most flagrant cases of looting, rape, or homicide. In one instance in France where "seven American soldiers broke into a farmhouse, tied up the husband, and raped the wife and daughter before his eyes," all that was allowed the victims of the outrage was $40 for "actual doctors' bills." This reporter mentioned also the many claims not granted, and the fact the "the British, incidentally, pay 50 per cent. more per claim than we do."

A woman who had served as an Army nurse in England, North Africa, Sicily, Italy, and France, and "saw the GI at his best and at his worst," kept a daily record of GI's as to their virtues and faults, which she summarized in a Balance Sheet.[3] While she gives the American soldier credit for some very admirable qualities, these seem hard to reconcile with the utterly inconsistent lapses

[1] *Michigan Education Journal*, Dec. 1946, p. 229.

[2] Nathaniel Gordon, in *The Saturday Evening Post* for April 6, 1946.

[3] Lucie Lee Kinsolving in *Look* for April 6, 1946.

against which they are "balanced." When he becomes homesick, the GI is childish, "the gripingest man on God's green earth." He is "bumptious, rude, arrogant to all foreigners . . . . Narrow as a string, intolerant to a degree, he passes judgment on surface conditions . . . On leave, he is the least disciplined of all soldiers . . . Overseas, he does not differentiate between a lady and a prostitute, and he puts the majority of foreign women in the latter class." It is not a pretty picture to contemplate.

Well-nigh unimpeachable, in matters having to do with the Far East, is testimony from Pearl Buck.[4] She has spoken very feelingly of how much we are hated now in these countries which heretofore had never seen Americans except as mild missionaries busy with good works, or a few business men, living in the islands of great walled compounds. "Unfortunately," she remarks, "many of the people in these countries had heard of George Washington and Abraham Lincoln and others of our prize Americans. People in India and China and even in Japan know more about these great men of ours than we know about their great men. Somehow they have not been able to see the connection between our great good men and the behaviour of our modern Americans. Americans looting and raping, Americans running down innocent people in crowded narrow Oriental streets, have been difficult for the Eastern peoples to understand. 'They do not even look back to see how many they have killed,' a quiet Chinese said to me in such bitterness the other day that my face burned with shame for us all. I take it from the magazines that something like this has also gone on in Europe. The pile of letters daily growing higher on my desk keeps me well posted on Asia."

"So badly have our men behaved," says Pearl Buck, "that it is indeed time for our teachers and professors to examine our whole educational system afresh and find out why it has produced such numbers of ignorant, careless, childish men and women. The average Oriental expects something else even at 18—if not wisdom, at least some courtesy and human consideration of the people among whom one finds oneself."

Equally damaging testimony comes from an enlisted man in our own Army who served seven months in China:[5] "Probably nowhere else did the GI feel quite the same contempt for the local population as he did in the CBI, and of all the peoples he despised, he hated the Chinese the most unreasonably . . . My guess is that ninety per cent. of them failed to make the slighest effort to understand the Chinese or to try to see beneath the surface filth and squalor. Twenty per cent of the battalion took delight, at one time or another, in throwing cobblestones at the townspeople, in forcing the farmers off the road with their trucks, or in deliberately running into and killing their horses, in throwing them off twenty-foot banks, and in a few instances, in theft and rape. These are he enlightented products of Western civilization. . ."

Although characterized in an editorial note as speaking "frankly" about "what his country thinks of the Americans," a young Swiss writer has expressed with remarkable charity and optimism, on the whole, his judgment of our youth.[6] In Switzerland, he said, they were "still hearing all the reports of GI misconduct in Europe, . . . stories of drunkenness, looting, of black-market dealings, of their disrespect for women wherever they have gone." Since the war "barely touched" their country, he explained, the Swiss were in better position than most of Europe to demand respect and good manners from their guests, but in the war-ravaged countries, "the GI thinks he can take a vacation from his usual standards of behavior. He doesn't feel at home. The people aren't his kind of people. So what the hell!" This gentleman from Switzerland is surely fair-minded and generous in giving our boys credit for "many good qualities." He finds, however, that "they lack the backbone and maturity to be their true selves and stand up for their principles wherever they are. The mark of maturity in a free man is that he carries his standards with him and lives up to them wherever he goes and whatever his surroundings. Let us hope that this kind of wisdom is something which will emerge as the boys, and their country, grow older."

What are we going to do about it? To that question, alas, there can be no short or simple answer. The very considerable number of Americans, peace-time civilians as well as soldiers, who have disgraced our country by their conduct abroad did not "get that way" all at once. Their attitudes and behavior must result from rather deeply-rooted evils in our much-vaunted democratic civilisation. It would appear that as a people we have a good deal to *un*learn, and that is vastly more difficult than learning. The problem is not going to be solved by "courses" or mechanical adjustments of curricula in our public schools: it has to do with things of the spirit. However helpless we may feel about it, as teachers we can at least try to make our influence count in the right direction.

It is not enough that our boys and girls should grow up as merely healthy, slightly literate creatures, not lacking in animal shrewdness but without much discriminating intelligence or genuine sympathy. "Well-adjusted" no doubt to social situations with average young Americans of their own age-group,

[4] *The New York Times Magazine*, April 28 1946, p. 11.

[5] Samuel B. Mayo, in letter to the Editors of *Harper's Magazine*, May 1946.

[6] Ernest Fuegle, "A Swiss Looks at Our GI's," *This Week* magazine, August 18, 1946, p. 9.

too many of them are woefully inadequate anywhere else. Uninhibited extraverts, they are untroubled by any slightest misgiving over their snap judgments, and they show an obvious childishness and lack of *vie intérieure* which will set them off in contrast to the youth of almost any other country in the world.

As never before, it is important that our young people should learn humility, open-mindedness, respect for others' points of view. The cultivation of such qualities is a task far more difficult than creating machinery or supplying materials for "cultural exchange" with other peoples, but in the long run it is likely to be a much greater contribution to "international good-will."

WE TACKLED THE READING PROBLEM

ELEANOR McGRATH
Fair Haven Junior High School
New Haven, Connecticut

ONE of the major problems confronting educators today is that of the large number of students who enter high school without having mastered the fundamental reading skills. During the past eight years, we have been trying to solve this problem as it exists in our school.

Fair Haven Junior High has students whose economic backgrounds range from very low to middle class. Last year's 1215 entrants included 686 children of American-born parentage and 529 of foreign-born parentage. In view of the language background, it is not surprising that 30% of our incoming seventh grades from 1940 to 1946 have been a year or more retarded in reading. Our retarded readers, then, have been too numerous to be directly helped by a single reading specialist and we have tried to determine how one trained teacher can best attack the problem in cooperation with the English department.

Before describing our program, I should like to state the beliefs on which it is based:

1. We believe that a good reading program should be both developmental and corrective, providing for reading improvement for *all* students. The experts tell us that the reading abilities of even our best readers can be improved 100%. The average and superior groups must not be overlooked, nor must a defeatist attitude be taken toward those with a low I. Q. Given command of the basic skills, we believe, even the slowest reader may be taught to get from the printed page any idea he is capable of understanding when he hears it expressed.

2. All teachers should recognize reading instruction as a continuing process of teaching skills and developing wide reading interests. Each teacher should accept the responsibility of starting the student at his own level and carrying him on to more mature skills as he is ready for them.

3. Children must be given material suitable to their needs, difficult enough to provide a challenge, simple enough to avoid frustation. The teacher who tries to use seventh grade material with a child who has not mastered fourth grade skills is beating her head against a stone wall.

4. Progress in remedial cases depends on three things; expert diagnosis, success in getting the student's cooperation and inspiring him with self-confidence, and gearing instruction to the individual's needs and learning rate.

5. The importance of growth should be stressed and each student acquainted with his specific weaknesses.

6. Ability to read depends on ability to think, for "reading is thinking with the author." Therefore, exercises in creative thinking should be an integral part of the reading program.

7. Use of the library should be stimulated and wide reading encouraged.

Acting on these beliefs, we have tried to provide a developmental program within the regular English classroom and a remedial program to give special attention to those whose achievement is inconsistent with their potentialities. My job as reading coordinator is to do what I can to further the entire program.

Our plan dates back to 1938. At that time, I was assigned to the slowest seventh grade of a junior high school, for English and social studies. I expected the class to be slow, but their scores on Gray's Oral Reading Paragraphs—(ranging from four with Grade I ability to one on the Grade VI level)—were somewhat of a shock.

Armed only with determination and a year's experience teaching reading in a country school, I led the attack. The regular English and social studies matter was aban-

doned in favor of reading and language improvement, correlated whenever possible with social studies. As I look back, I realize that my efforts were clumsy. However, the students made both academic and social gains, becoming an outstanding group in school citizenship.

This experience may encourage those of you who hesitate to attack a similar problem because of lack of special training. Get the training if you can, but don't wait if your class needs help sooner. Remember that remedial teaching is basically good teaching plus a certain amount of emphasis to solve the problem at hand. And this problem is so big and trained specialists so few that the classroom teacher must face the issue if many of our present casualties are to be salvaged.

It was the progress and appreciation of the group of students I have mentioned that aroused interest in expanding our program. In 1939, our first special classes were organized. Half my school day was scheduled for special instruction for the reading casualties of grades 7, 8, and 9, selected through entrance test records, cumulative records and teacher referral. Results were encouraging, but the small number reached left me feeling my work was just a drop in the bucket. Selection by teacher referral also proved unsatisfactory.

In 1940-1941, we concentrated on the 7th grade to see what could be accomplished with slower divisions in regular classroom groups. I gave instructions to such homogeneous divisions three periods a week. In the latter year, the English and social studies teacher took over two of the six groups.

Our next step was to work for a program that would provide instruction for abler students whose reading achievement was inconsistent with their capacity, as well as for the slowest readers. My 1942-1943 assignment was to improve the reading program in general. The diagnostic part of the work included a reading survey of grades 7, 8 and 9 on the basis of tests given in a city-wide program; the Gates Survey Grades 3-10 in 1942 and the Iowa Every Pupil Test in 1943 in September and in June to measure growth; informal oral tests of seventh and eight graders to discover mechanical difficulties and locate superior oral readers; Gray's and Durell's oral tests where more complete analysis was required; location of students whose retardation was inconsistent with capacity; study of capacities of seriously retarded students for causal factors; telobinocular tests to screen out those who should be referred to eye specialists; and preparation of reading data cards showing test data, specific oral difficulties etc. for each incoming student. New materials at all reading levels were evaluated, available material scheduled on the basis of group needs and interests, and fresh material improvised where necessary. Special instruction was given to 154 of the abler retarded eighth and ninth grade students, and to motivate reading interest, all divisions were scheduled for classes at the neighborhood public library and cumulative records of independent reading inaugurated.

The major drawbacks to the program of these two years were that the progress of the slow groups suffered by contrast with the years when they had special instruction and that we were unable to reach a sufficient number of less obvious failures.

In 1944, we attempted to give these less obvious failures instruction in groups of approximately 30. Results were very satisfactory, but so much of the instructor's time was consumed that our diagnostic and testing programs and remedial instruction of the seriously retarded were somewhat neglected.

Groups of 17-to-39 Average 30
SUMMARY OF GAINS MADE THROUGH GROUP INSTRUCTION GIVEN FROM SEPT. 1940 TO JUNE 1946

	1940-41	41-42	42-43	43-44	44-45	45-46		
Over 30 mos.	2	3	4	13	4	7	33	5%
26 - 30	1	1	2	3	5	9	21	3%
21 - 25	11	11	5	13	8	19	67	10%
16 - 20	31	31	11	16	15	18	122	19%
8 - 15	67	62	14	31	18	45	237	36%
1 - 7	27	26	8	16	8	31	116	18%
None apparent	7	8	4	14	2	23	58	9%
Number Instructed	146	142	48	106	60	152	654	

In 1946, we decided to train other English teachers to work with the most seriously retarded groups by having the reading instructor meet with the slowest seventh and eighth grade classes weekly to diagnose difficulties and make suggestions. The classroom teacher assumed responsibility for carrying out suggested procedures. This proved a helpful method of teacher--training.

Our program will not be wholly satisfactory until it can be completely coordinated, with every teacher trained to develop the reading skills necessary for her subject. We have plans for weekly reading discussions next year in which teachers will participate and we hope that as a result of these meetings further reading gains will be made.

As a whole our experiments have convinced us of the following:

1. Careful diagnosis is such an important part of the success of a reading program that it is folly to attempt a program without making ample provision for it.

2. Individual and small group instruction is, of course, the most effective means of getting results with retarded readers. In some cases it is essential.

3. The large numbers needing instruction make it impractical to hope to solve the entire problem by such means.

4. Instruction of many retarded readers can be effective in regular classes if it is geared to the specific needs and learning rate of the individuals.

5. Remedial instruction should be daily to be most effective.

Our goal for each Fair Haven student in the words of a former principal is to take him as "God made him and the last teacher left him" and send him on a more competent reader. We find none so expert that no further progress is attempted, none so deficient that some progress cannot be made.

MYTH OR MEMORY?

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THE MYTHS of nearly all cultures are woven around the exploits of superhuman personalities whose capacities transcended natural laws. The gods were known by different names in Greece, Rome, Central Europe, Asia and the Americas of the Indians, but were endowed with like abilities; there were those who could fly, others who became invisible at will and some who were able to move from place to place instantly. All were capable, in greater or lesser degree, of directing the forces of nature toward accomplishment of their own purposes.

The legends of all these lands maintained the same general pattern. The gods were involved in a series of adventures climaxed by war among themselves. In this final struggle all their tremendous powers were employed against each other for their mutual and complete destruction. The thunderbolts of Jupiter, Zeus, Thor, Wodin or Itzama, according to the race of the story-teller, hammered into nothingness the home of the gods. The heroes were no more, and with them vanished their supernatural powers. Only humans, subject to nature's laws, remained to tell and retell the saga of those glorious beings.

The usual explanation of the fact that many widely-scattered peoples have possessed legends which are basically the same is that there is a desire innate in man to overcome certain natural laws. Everywhere and always man has resented being chained by gravity to the ground, and since he himself was not able to fly he invented, or dreamed of, a race of beings who possessed that power; because he had often considered the advantages of becoming invisible he imagined those who could be unseen at their own pleasure; and because he was weak and inadequate to contest or control fire, flood and lightning he peopled his mind with the all-powerful ones who, though like himself in appearance, could nevertheless accomplish all that he longed to do but was incapable of achieving.

However it may well be that these myths did not spring altogether from man's dreams of what he would like to have achieved had he possessed the power. It may be well that the old legends represent not man's hopes for his future but actual memories of his past—fragmentary recollections of accomplishment of his ancestors in a now-forgotten age. They may be a record, distorted as to details but by no means wholly inaccurate, of events that took place in a civilization which flourished, and perished, long before our own.

Apollo drives his gleaming chariot across Grecian skies, and in India Vishnu and Indra likewise ride the heavens. If an ancient scientific age had produced the aeroplane, and some tremendous cataclysm had blotted out that civilization, memories would still have existed among survivors, and tales would have been told by the old people who remembered. Man, struggling slowly upward again in a world in which scientific knowledge had been blacked out, would doubt that mere humans could have accomplished such a feat; he would attribute the power to fly only to the "invincible deities who ride upon the radiant summit of the clouds as upon a well-balanced steed."

The story of man's achievements in radio would also be too wonderful to be believed. Eventually the only remnant of the truth about broadcasting would be such tales as of the Central American Indian Itzamna, speaking invisible from the clouds, or of the Greek Orpheus, whose lute could be heard all over the world.

If that forgotten age had possessed moving pictures, with identical films being shown at the same time in many communities, an explanation would be in order for legends such as that of Mercury, who travelled with so great speed as to appear in various places almost simultaneously; the Walt Disneys of that day would linger in men's minds as Loki or the American Indian Manitou who could make voices appear to issue from the mouths of beasts.

Those hearing such tales, although descendants of men and women accustomed to planes, radio, and movies, had never known or seen people capable of performing such feats, and therefore decided that these men and women had not been men and women at all, but a race superior to man—a race of gods.

Let us suppose an ancient civilization to have been evolved to a point approximating our own. Let us suppose, too, that its technological advances had so far outdistanced its humanitarian progress as to have brought about its destruction through its own scientific explorations. What would have been the story of that civilization, as told generations later by descendants of the survivors, living in forest or cave, hunting their game with axe and bow, perhaps tilling the soil with plows of wood? They would not have spoken of a great war between nations, wiping out the civilization which humans had gradually achieved by centuries of work and thought. They would not have told of devices of destruc-

ti n laying waste towns and cities and slaying all living things in and near them. They would not have talked of blockbusters, rockets, and atomic bombs. They would have told the story as we have it in the ancient legends, of a war between the gods, of superhuman beings turn'ng against one another their supernatural powers, blasting each other by hurling mountains and lightning-bolts—unt'l there were no more gods and only helpless humans rem·ined, impotent against the forces of nature, able only to remember vaguely, and to relate in myth and legend, the unbelievable achievements of those radiant personages of the past.

LAUNCHING VISUAL EDUCATION

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SEVERAL years ago a group of elementary teachers became interested in starting a visual education program for the Bath, Maine school system. Knowledge of the extensive and successful use of the film strip projector and other visual aids used in training the armed forces and the need for the pupils to be able to share experiences which they would otherwise not have were responsible for the wish to organize the program.

First a study was made of the different types of visual aids. Companies dealing in projectors were contacted. Salesmen came to explain and demonstrate.

Publicity was given the project by inviting other teachers, school board and Parent and Teacher Association members and interested citizens to these demonstrations. The school superintendent was convinced of the need and value of such a program. Accounts of these meetings were sent to the local newspaper and aroused interest interest in the project.

After careful investigation of the types of equipment available and consideration of the types from which the most benefit could be brought to the greatest number of classrooms, it was decided to buy a film strip projector and an opaque projector with slide attachments for each of the larger elementary buildings. Screens also were purchased. The sound movie projector was not considered at this time because of lack of funds.

As the School Department, in its budget, had made no provision for a visual program, it was necessary to raise money to buy equipment. The several Parent and Teacher Associations sponsored a number of affairs to assist. Civic clubs helped. The schools were conducting paper drives at this time, and the pupils voted to use the money derived from the sale of papers for that purpose.

After the projectors and screens were paid for, there was a considerable sum left to be used in starting a film library and for other needs of the project.

With the purchase of this visual equipment, it was necessary to arouse teacher interest and to provide correct knowledge of its effective use. To do this, an extension course in "Audio-Visual Aids" was arranged.

As a result of the course in audio-visual education, several interesting projects have been started. The faculty of one building has made a valuable collection of pictures, charts, maps and models. This collection has been catalogued and filed in such manner as to make it useful to any teacher. In some grades the pupils have made good slides and picture strips for use with the opaque projector. Primary teachers have done fine work in teaching science and reading lessons by the use of slides which were prepared by themselves. The English classes in the eighth grades have done some work in sound recordings. One teacher is at Boston University taking a radio course. The film library has been catalogued and each teacher provided with a complete list of films and a brief description as to length, subject matter, and grade level of all films.

Bath's visual education program is carried on by a teachers' committee composed of a chairman and two faculty members from each building who represent different grade levels. There is no special visual education director. A seventh grade teacher acts as coordinator. The films are kept in her classroom and circulated from there. Pupils help her with this work. The committee, with the help of other teachers, previews and selects film strips. To date, this system has worked well, but as the program grows it will need a teacher who can devote more time to this work than is now the case.

Bath's audio-visual program is expanding It now has a small but good library of teaching films which is being enlarged as suitable films are produced. Recordings for use with literature and social studies have been bought. Plans are made for the purchase of two sound movie projectors. (The high school already has one of these.)

Interest in the project has

grown. The equipment has become popular with both teachers and pupils. Since its start, the visual education program has been carried on by donated funds. This year, convinced of its value, the School Department has included it in the school curriculum and has provided funds for its continuance and expansion.

ORIENTING THE SOPHOMORES

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IN TOO many high schools the period of orientation of the incoming class is lengthy with the result that much time is lost and the student's development is less advanced at the end of the school year than it should be. Not until the student is fully aware of the opportunities offered to him for social as well as physical and intellectual developmen. and begins to avail himself of them does he get full value out of his school life. Very often it is not until the end of his sophomore year that the student finds his place in the school.

The period of orientation should be so scheduled that the student at the end of the first month feels himself at home there. This can be done with the aid of the upper classman. For this work, outstanding seniors or juniors who command the respect of their schoolmates should be chosen before the close of school in June. They should be organized and trained for the tasks they are going to assume.

The first day of school two members of this orientation squad will visit each sophomore homeroom. With them they will carry a large map of the school, and from this they will explain the layout of the building. They will then pass out to the sophomores mimeographed sheets, on which is a small copy of the map together with a list of the teachers and the rooms in which they will teach. At this time it may be wise to have them discuss also locker-room procedure.

Next will come two upper classmen, who will explain established lunch room procedure. These students will have previously selected a supervisory force for the lunch room, one supervisor in charge of each table. They will now choose an assistant supervisor for each table from the sophomores. It is well for the pupils to begin in their first year to accept school responsibility. The next day the senior representatives will acquaint the sophomores with general rules of the school. On another day they talk about the use of the school library or about conduct in tthe gymnasium.

The same method may be followed in acquainting the sophomores with the extracurricular activities of the school. For example, two or three weeks after the opening of school, it would be a good idea to have the business manager and some of the editors of the school magazine visit the sophomore rooms. The business manager will talk about such matters as the cost of the magazine, the dates of publication, and the importance of financial support. He may want to talk also about the securing of advertisements for the magazine. The editors will encourage the students to write for the magazine, telling them of the kinds of material needed and giving helpf l suggest ons about writing. They may want to read samples of the kind of material that will be accepted by the various departments.

Representatives of the football team and the cheerleaders will use similar methods to persuade the sophomores to attend the games and take part in the cheering. The cheer leaders may want to teach them the school cheers and the school song in their homerooms. They can stimulate interest among the sophomores by appointing one of them a cheer leader.

As the season for each school activity comes around, it will be presented in similar fashion to the new students. In doing this as many of the outstanding seniors as feasible will be drawn upon so that the sophomores may become better acquainted with the upper classmen. To further such acquaintance the orientation squad will invite the sophomores to call on them when they need help. If, for example, a sophomore would like to join the Writing Club and notifies a senior representative accordingly, the senior will escort him to the meeting and introduce him to the other members of the club.

At the end of the first marking period a tutoring club may be established for the benefit of those sophomores who are failing in certain subjects. Seniors who are on the honor roll will be invited to offer their services for a study period once a week to help the sophomores.

The incoming students look up to the seniors and imitate them. Their admiration should be capitalized for their benefit. In this orientation program they are brought into contact with the seniors of high scholarship and high personal qualities, and so the models are a worthy ones for imitation. As a result of this program, the sophomores soon acquire new friends, new interests, and a new enthusiasm for scholarship and school life in general. At the same time the seniors who help in this work of orientation find the service they perform a developing experience.

THE QUESTION OF A FREE PRESS

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SOMETHING has been happening in the world of the American press in recent months which may or may not have been seeped out of that box called "journalism" into that box called "teaching" or "education." This "something" is the controversy over the report of the Commission on the Freedom of the Press, which has re-opened a basic question in American life: What is wrong with the press and what can be done to improve it?

The Commission which drew up the document was organized in 1943. Henry H. Luce of Time, Inc., suggested the project to Robert Maynard Hutchins, then president of the University of Chicago. Dr. Hutchins agreed to undertake the task and selected the members of the Commission. Time, Inc. granted $200,000 and the Encyclopedia Britannica gave $15,000 for the inquiry. The money was disbursed through the university. Dr. Hutchins says that none of these institutions has had any control over the Commission's work.

The personnel of the Commission has been badly misrepresented by some writers. For example, *Newspaperman*, a monthly paper of journalism, in its April, 1947, issue laments that there were not even one or two "distinguished and practical" men on the Commission. Yet the membership included such outstanding Americans as William E. Hocking, Archibald MacLeish, Beardsley Ruml, Arthur M. Schlesinger, Sr., George N. Shuster, and Zechariah Chafee, Jr., with Dr. Hutchins as chairman. A number of noted foreign advisers and staff experts in newspaper, magazine, radio or motion uicture work were also consulted. In full session or in committee the Commission heard testimony from 58 persons connected with the press. The staff recorded interviews with more than 225 members of the industries, government and private agencies connected with the press. Neither of these latter groups is named in the general report, although many are mentioned in the subsidiary reports.

Seventeen two or three-day meetings were held by the Commission, which studied 176 documents prepared by its members or the staff. Dr. Hutchins says something in the foreword which reveals the most serious fundamental error in the group's work. On this it has been sharply, and it seems to me, justly, critiicized. "The Commission," he writes, "did not conduct elaborate research. It sought facts to fill out gaps in its information or to answer questions which aros in the course of its discussion."

Dean M. Lyle Spencer of the School of Journalism at Syracuse University probably summarized very well the general reaction to this, when he told Editor and Publisher, "The report probably will not be recorded in history as one of the great examples of scholarly research of the present century."

But, despite this, what about the Commissions purpose? What was the $215,000 question it was asked to settle? Mr. Luce had suggested to Dr. Hutchins that he make "an inquiry into the present state and future prospects of the freedom of the press." The $215,000 question, is as phrased by the report, "Is freedom of the press in danger?"

The result was a 133-page book containing the general report, issued last March, and six auxiliary volumes, several of them much larger than the central report. Here, again, the Commission's work usually has been misunderstood. Its report is not in one book but in seven.

The 133-page volume called *A Free and Responsible Press*, the general report, is one that has gotten so much attention on the air and in print. But to it must be added one by Llewellyn White called *The American Radio*, one by Ruth Inglis entitled *Freedom of the Movies*, and an earlier book by Mr. White and Robert D. Leigh, director of the staff, on international freedom of communication. In addition, Dr. Chafee has prepared another volume on the government and mass communication. Dr. Hocking has worked on a section, dealing with freedom of the press. Milton D. Stewart, also a staff member, has written an analysis of the way the press covered the U. N. Conference in San Francisco.

When most of the critics as well as an amazingly large number of the Commission's friends have overlooked these already published, substantial volumes and those scheduled, it is not surprising to hear remarks like "With $215,000 anyone could have turned out a little 133-page report."

Now the important matter, however, is this: just what did the Commission find out about mass communications? (The word "press," somewhat confusingly, is used as a synonym for "mass communication," meaning newspapers, radio, motion pictures, magazines, and books.)

It concluded that the answer to its motivating question, "Is the freedom of the press in danger?" is "Yes." And it gives three reasons:

"First, the importance of the

press to the people has greatly increased with the development of the press as an instrument of mass communication. At the same time the development of the press as an instrument of mass communication has greatly decreased the proportion of the people who can express their opinions and ideas through the press.

"Second, the few who are able to use the machinery of the press as an instrument of mass communication have not provided a service adequate to the needs of the society.

"Third, those who direct the machinery of the press have engaged from time to time in practices which the society condemns and which, if continued, it will inevitably undertake to regulate or control."

It is not possible to go into detail here about the material or evidence on which it bases these three answers. Some of the evidence seems to me to be incontrovertible; some of it inconclusive.

The section of the report that must be given most consideration in such an article as this, possibly, is that entitled "What Can Be Done." It would be a naive teacher, stupid student, or bonehead average citizen who would insist that the press—especially if this is to include all media of communication is perfect and beyond criticism. Whether we agree or not with every aspect of every charge of the whole report, we can study the remedy advanced. What can be done is offered in the form of 13 recommendations, which fall into three categories. They are almost dangerously shortened in summary here:

To the government the Commission recommends:

"1. . that the constitutional guarantees of the freedom of the press be recognized as including the radio and motion pictures.

"2. . that the government facilitate new ventures in the communications industry, that it foster the introduction of new techniques, that it maintain competition among large units through the antitrust laws, but that those laws be sparingly used to break up such units, and that, where concentration it necessary in communications, the government endeavor to see to it that the public gets the benefit of such concentration.

"3. . . . As an alternative to the present remedy of libel, legislation by which the injured party might obtain a retraction or a testament of the facts by the offender or an opportunity to reply.

"4. . . . the repeal of legislation prohibiting expressions in favor of revolutionary changes in our institutions where there is no clear and present danger that violence will result from the expression.

"5. . . . that the government through the media of mass communication, inform the public of the facts with respect to its policies and of the purposes underlying those policies and that, to the extent that private agencies of mass communication are unable or unwilling to supply such media to the government, the government itself may employ media of its own. . ."

For the press the Commission also has five recommendations:

"1. . . . that the agencies of mass communication accept the responsibilities of common carriers of information and discussion.

"2. . . . that the agencies . . . assume the responsibility of financing new, experimental activities in their fields.

"3. . . . that the members of the press engage in vigorous mutual criticism.

"4. . . . that the press use every means that can be devised to increase the competence, independence, and effectiveness of its own staff.

"5. . . . that the radio industry take control of its programs and that it treat advertising as it is treated by the best newspapers."

And for us — the public, — the Commission has its final recommendations:

"1. . . . that non-profit institutions help supply the variety, quantity, and quality of the press service required by the American people.

"2. . . . the creation of academic-professional centers of advanced study, research, and publication in the field of communication. We recommend further that existing schools of journalism exploit the total resources of their universities to the end that their students may obtain the broadest and most liberal training.

"3. . . . the establishment of a new and independent agency to appraise and report annually upon the performance of the press."

This is a big order, but since I am writing, for members of a professional group not in journalism, it might be well to examine only those suggestions or recommendations offered to us all in the category into which we all fall: as the public.

What, then, about the first proposal for the public: ". . that non-profit institutions help supply the variety, quantity, and quality of press service required by the people?" What does this mean? To the Commission it means that educational institutions have the obligation to use the instruments employed by the agencies of mass communication. The radio, motion picture, and television, for example, are powerful means of molding opinion and should not be left exclusively to agencies engaged in the pursuit of profit. The Commission is not criticizing profit-making institutions but simply indicating that there are some activities in which profit-making institutions cannot be expected to engage because they cannot afford to.

Carrying this out specifically means establishing chains of FM broadcasting stations and setting up documentary film libraries, for example. The work of a radio workshop like those at the University of Wisconsin, Northwestern, and Syracuse is still a more specific instance.

The second recommendation has upset many a journalism teacher's calm consideration of the report. The Commission's interpretation of it is this briefly:

That educational institutions have not adequately recognized the field of communications, that there is a need for centers of investigation, graduate study, and critical publication.

"Preparation for work in the press," the report says, "seems to us to require the best possible general education. It is important that students who enter schools of journalism should not be deprived of liberal education because they . . . want to work on the press. Few schools of journalism can develop a liberal curriculum within their own faculties. It is therefore imperative that they associate themselves as closely as possible with other departments and schools of their universities."

This paragraph enrages journalism teachers, as well it should. A glance at the curriculum of any school of journalism (or a department in any major university or college) will reveal that the Commissioners are not aware that only about 25 per cent of the study in these divisions is in journalism and that the remainder is in subjects like history, psychology, English, foreign language, government, economics, and sociology.

When it comes to being centers of investigation, graduate study, and critical publication, the schools are open to a tack. Their investigation has been superficial, their graduate study thin, and their critical publication almost nil.

The third and last recommendatiion for public action— the establishment of "a new and independent agency to appraise and report annually upon the performance of the press"—is intended to offset what the Commission thinks an unsatisfactory outlet for public reaction to the press: pressure groups. Such an agency should be independent of both government and press, should be financed by gifts, and have 10-year trial. It would have at least 10 jobs to do, says the Commission, all calculated to insure greater freedom of the press for the public.

Here, maybe, is the birth of a sort of Consumer's Union or Consumers Research of the press. Something of the sort existed before the war in the Institute for Propaganda Analysis.

Such an agency might have the additional value of concentrating the criticisms of the press, acting as a clearing house for them, and testing them. It could eliminate the carelessness in research exhibited sometimes by both the Commission and its opponents of all sorts, those who say it is too extreme and those who say it is not extreme enough.

As members of the public, if we like this idea, we might give it support. We might think about ways to set up such an agency. We might look about us to see if there is any considerable group in other areas. If we believe in the power of education in this atomic age, it would seem wise for trained professional people to examine ways to make education more effective than it is.

Freedom of the press, then, is the $215,000 question. Actually, of course, it is a much more expensive question than that. Before we know the answer, how to achieve it more fully and to protect it, we have to spend far more. Possibly it cannot be achieved and protected by spending money on Commissions.

There is good reason to think, as Dr. Hocking puts it, that "A free press is not a passing goal of human society; it is a necessary goal." And, as he says, also, "Freedom of speech and press is close to the central meaning of all liberty. Where men cannot freely convey their thoughts to one another, no other liberty is secure."

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GOOD NEIGHBOR FRICTIONS

LUCILLE MERCER
Baldwin-Wallace College
Berea, Ohio

JUST before and during the war, we heard a great deal about Latin America and Pan Americanism. The Good Neighbor Policy came into vogue, and interest between the various countries developed as never before. For the first time some of our people realized that these lands south of the Rio Grande contained something more than Indians, peons, and natural resources only beginning to be developed. Greater economic cooperation was advocated. Some of us smiled because we knew that any kind of lasting economic understanding must be undergirded by an educational and cultural program—the prerequisite to any real rapprochement. Our Southern neighbors helped us in the war by sending us much needed raw materials (which were sold to us at pre-war prices), granting us air bases, and giving us their moral support. As their faith in us began to grow, a greater interest in our way of life, our products, our language, literature, and music and general educational procedures was manifest. At the same time, on the part of some, there was an undercurrent of fear of our procedure after the close of the war.

Unfortunately, facts seem to at least partly justify this uneasiness. Last summer in Central America, I learned from various sources that our products were preferred, but because of the red tape and delays involved, it was becoming extremely difficult to get much needed products.

From time to time from various parts of the hemisphere we hear that Britain or another land has been reluctantly given large orders. (Britain was busy in Latin-America months before V-E Day tying up trade treaties). The impression in many lands South of the Rio Grande is that the United States has turned her back upon them. And yet there is infinitely more money in this part of the world than across the Atlantic to buy our products. Some of our southern neighbors are beginning to question our so-called Good Neighborliness and ask whether our oft declared friendly policy was one which functioned only in time of need—our need.

In Cleveland recently (March 15, 1947) Ralph Hancock, Editor in Chief of the Latin Division of the Encyclopedia Americana, expressed the belief that our future depends on South America. He stated that only a small percentage of our business and diplomatic representatives south of the border speak Spanish, while in Costa Rica he found a German group which speaks not only the Spanish commonly understood throughout Spanish America, but the special type used in that region. This would almost indicate that we had learned little from our recent experiences. We are seemingly the only important country in the world which persists in being provincial in dealings with other lands. All through South America I found our people isolating themselves from the natives and even after years of residence making no effort to speak the language of those countries. In one country I was told that our own people were our worst enemies because of this policy of isolation, arrogance, and indifference.

Those who are the representatives of France, Germany, Britain and Russia have been and are too far-seeing to minimize the importance of knowing the language, history, culture, and customs of these lands. Our enemies there today, both Fascist and Communist, have gained power as a direct result of utilizing these factors. From a number of these countries in recent months I have heard the statement that the Russian Embassies are overstaffed and overworked. It appears that Russia is employing the tactics of the Nazis to spread her propaganda, to make friends, and to misinterpret our every act.

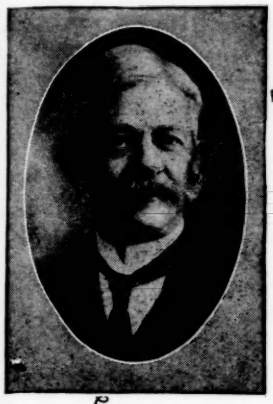
The Atlantic Monthly stated the following:

"The fact is that, by failing to get together with our Hemisphere neighbors on a post-war program for economic adjustment in the same way in which, between 1939 and 1942, we got together with them on a defense policy against the Axis, we have exposed ourselves to an unscrupulous, damaging Communist propaganda, and are now suffering the consequences."

Another danger which has been too much minimized according to Ray Josephs, veteran South American correspondent, is the "steady growth of German-backed totalitarianism and militarism." * What many Latin Americans cannot understand is how we could fight a war to bolster democracy overseas and do little or nothing to help in our own hemisphere.

Peron, Argentina's dictator, was trained by German instructors in the National Military Academy and then sent to Germany to learn more first-hand. He marched into Paris with Hitler. The good points of his program such as raising the standard of living and the huge building program are counterbalanced by the military dicta-

* Cf. May issue of "'47 Magazine of the Year, "Latin America at the Crossroads."



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torship and his absolute control of education (curriculum, teachers, and all). Through the use of food as a political weapon and the vacillating policies of Washington, Peron is gradually gaining power over various nations. Unless we right-about face at once, we will have lost much of what we built up during recent years when the Americas exhibited a greater unity and cooperation than any other section of the globe to date.

When are we going to realize that if we ever win the peace, we must work as persistently and intelligently in time of peace as during war. If our country fails to give democratic help and leadership either Fascism or Communism may control these lands. Only education from the grades through the university can produce a more effective democracy at home, eradicate present errors and misunderstandings. Are we ready to meet the challenge? This means re-educating some adults.

I heard recently of a woman's club in Ohio which invited some South American girls from one of our colleges to speak. These girls came from aristocratic old families of means and education. Imagine the reaction of these young women when at the close of the program they were escorted to the kitchen to have their refreshments. This condescension towards Latin Americans comes from ignorance and prejudice and can never win us friends or admiration. It creates the impression that we are the nouveaux-riches who possess the power of wealth but lack the refinement of real culture.

There are some encouraging aspects however. In some of these lands our Cultural Institutes are making a valuable contribution—one which should be enlarged and also adopted by all those who represent us in any capacity.

The exchange of teachers and students is another important step in the right direction. This is one of the most lasting ways in which to build better understandg.

The recent visit of President Truman to Mexico and the return visit of President Aleman to this country should result in better cooperation and friendship between our respective lands. It is one of the encouraging signs of our times. It should help to dispel some of the distrust in other countries.

That Latin America will assume a much more important position in the future no thinking person questions. With almost unlimited natural resources, with room for

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millions of immigrants, with industrialization, with efforts to raise the standard of living of the masses and enforce compulsory education (through literacy campaigns and improvement of educational facilities and methods), with plans for a great public building and highway program, with a growing social consciousness, and with a cultural contribution which is becoming increasingly important in literature, art, and music, Latin America will grow in importance in world affairs. Will the coming years witness a greater union and solidarity in this hemisphere? In our preoccupation with Europe's problems, may we not fail to build that Inter-American unity which is so essential for a better tomorrow!

CLASSROOM CONTROL—WHICH KIND?

ROBERT A. HOUSER

EVEN as my fingers fly over the keys of this typewriter, somewhere, and in some manner, other hands are also putting this same idea about class control on paper. Yet, something within me urges me to add my humble point of view with the hope that you who are teachers, or about to be teachers, may glean from this writing at least one idea or suggestion that will show you a different and easier path through the unending daily task of teaching.

First of all, what do you as a teacher want and expect in the way of discipline from your class? Do you want the sort of discipline that produces a complete and deathlike silence the moment you step through the door; where the shy students gaze blankly at their books, or the wall, and bolder ones, who gave the signal, "Cheese it! Here comes the old bat again!", stare sullenly about?

Or, do you want the type of class that scarcely knows you are there? I'm thinking now of the boisterous group which finds it hard to settle down at the beginning of the period, constantly interrupts during the period, and is usually half out the door before the last five minutes have come to a close. And of course we mention at this point the approximately five students, in a class of sixty, who have no interest at all in the subject being taught, and have no objections or inhibitions toward creating any sort of disturbance which will provide themselves and their classmates with a hearty roar of laughter. And oh, so much more appreciated if the teacher can be made to display the negative emotions of confusion, distress or anger.

Yes, as a teacher it is easily possible for you to have either of the type of classes I have just mentioned. But, ask yourself. Is a sulky, sullen class the best receiver of what you have to offer in the way of instruction? You have discipline, yes. But at what cost? To initiate and maintain this sort of discipline, wasn't it necessary to employ the weapon of fear: fear of being held after school, fear of the principal's office, fear of notes being sent home, and fear of possible expulsion? Is this the sort of emotion that lends itself best to teaching? Or could it be possible that you might find yourself dreading each approaching day with a feeling of intense dislike for your class, your work, and your surroundings?

On the other hand, the constantly chattering, tittering, giggling class has little respect for the teacher, and consequently probably considers whatever that person has to offer is of little importance and interest. This group has one main objective: that of making the hour delightfully social with the least possible interference from the individual supposed to be directing.

Could there be anyone among those reading this who hasn't, at one time or another, heard this remark? "Oh, yes! Mr. Blaa is nice, but we never learn anything from him. Watta mad house that period is!" Is this said of your classroom?

"All right," you say. "You seem to know all the answers. What's your idea of obtaining perfection in the modern classroom, taking into consideration as many as possible of the problems likely to arise?"

Naturally my first impulse is to give you in reply the old trite saying about there being no such thing as perfection. Obviously that would get us nowhere, and might even defeat the purpose in writing this article. Therefore let me point out those factors which I consider most important for us, as teachers, to consider in obtaining the most desirable sort of classroom discipline.

Up to this point I have mentioned two opposite extremes of teacher-class relationship. I assume that you, as I certainly do, want a certain, happy in-between, and even after you think you have reached that goal, will never allow yourself to become smugly satisfied, but will strive ever towards, 'perfecting perfection,' if such a thing is possible.

The ideal class, speaking from the viewpoint of discipline, and for that matter, from all points of view, is the group of students that has a friendly, cordial feeling, tem-

pered by respect, for the teacher and what he has to say. It should be a body united with a common purpose, that of *learning*. With few exceptions (and the fewer, the better) the class should listen intently while the teacher talks, and then vigorously, but in an orderly way express its questions and views when the period is open to discussion.

And how do we obtain this supposedly ideal condition? Naturally that depends on the teacher, since we assume the class to be as most classes are: made up of the various types of normal school children, allowing for some slight differences in potentialities and capabilities. Have we as teachers taken stock of ourselves lately? How well do we know ourselves? Our outstanding qualities? Our weak points? Our dispositions? Are our daily associations pleasant? Do we find ourselves generally in a happy frame of mind, with things happening as we would like them to? Are we able to meet new situations and adjust them without becoming confounded or confused?

These and other similar questions may help point out a smoother path to the road of class control. Without a fairly good amount of knowledge of oneself there is the danger of blundering through each day in a hit and miss manner, and if we feel insecure in our knowledge of the 'I' person, we should spend a little more time in asking ourselves, 'why,' we react to such and such, or, 'why,' this causes us to be upset or disturbed. If we are honest with ourselves we'll find, that the fault lies 99/44% within ourselves. Understanding of any sort, aids in, or completely eliminates, most undesirable emotions.

Assuming that you are well aware of your strong points, do you use them to their best advantages? If you are an excellent and interesting talker and your students listen as though every word were a 'pearl,' do you arrange your class time so that your instruction takes up most of the class period, and leaves only a few minutes for review and discussion? Or perhaps you suffer from a lack of fluency, and find it necessary to punctuate your lecture with a number of questions which serve the dual purpose of giving you time to reorganize your material and stimulate the class to additional interest through exercise of its own vocal cords.

And what sort of disposition do you have generally? Do you regard yourself as being usually pleasant? This I believe to be of special importance, because what person is there that likes to be even in the vague vicinity of another's unpleasantness? Woe to the teacher and the students that find themselves bound within the walls of a classroom where unpleasantness, unfriendliness, and pettiness predominate. Contrast this atmosphere to that created by a teacher with a genial, happy, intrested way about him. Aren't students, under the influence of this latter mood, much more easily controlled and guided?

And yet, let the teacher know himself, let him have just the right disposition, and all the positive values that go to make up a good teacher, and still he will have to deal with a certain few, 'rugged individualists.' Granted that there is no one solution to the problem, here are a few suggestions that may be of service.

Of primary importance is this first suggestion. NEVER lose your temper, regardless of what the offenders say or do. It seems to me that someone once said, 'Lose your temper, and you lose all,' and I see reason to believe this. One outburst of anger in the classroom usually necessitates an ever increasing series of such outbreaks, resulting eventually in the loss of self respect and the respect of the students, and is generally only a temporary remedy.

When faced with an individual offender, attempt to settle the

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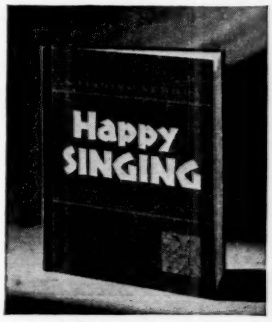

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matter as quietly as possible and with as few words as possible. If he persists, it may be necessary to send him from the room to the office, where at the end of the period you will be able to 'talk over' the matter with him, and attempt to reach the cause of the trouble to prevent its recurrence. Strange as it may seem, the student occasionally is in the right.

If these separate 'uprisings' are handled with fairness, firmness and in an impartial manner, and you strive constantly to understand yourself and your students, the majority of your discipline problems should disappear. If not, don't blame the class, but look to yourself. You're the teacher.

THIS COLLEGE TRAINS FOR JOBS

ROBERT A. LOVE
City College School of Business
New York City

THE improvement of courses so that they better serve the needs of individual students and supply the training required of persons in business to the end of improving business operations, is probably the outstanding development in the field of business education during the two years since the end of World War II.

These results, however, are intangible. More easily discernible are the definite programs undertaken by the schools of business. As examples of these programs being developed by schools of business throughout the country, let me cite the programs developed by the Evening and Extension Division of the City College School of Business of New York.

The most extensive of the programs, designed especially to meet the needs of veterans and others who are in search of training to equip themselves for business responsibilities, is an Intensive Business Training Program. This is a non-degree program consisting of 450 hours of work leading to a Certificate of Achievement in a chosen field. Instruction is confined to six fields in which job opportunities are available, and in which it is practical to achieve results in a 15-week program of full-time study of 30 weeks of part-time evening study.

The practical, job-tested courses included in the Intensive Business Training Program are designed for all men and women who wish to assume their full responsibilities in business as quickly as possible. Provision is made for getting first-hand information in practically all the class room activities, or by frequent visits to business houses.

One of the six fields included in the Program is Retail Store Management, a complete, comprehensive course designed to equip men and women to open and manage a moderate sized retail store. Attention is paid to the needs of indivduals planning to manage stores in such lines as food, hardware, radio, electrical appliance, women's specialty shops, and men's furnishing stores.

Management, Manufacturing and Other Businesses is designed especially for those who plan to operate a manufacturing establishment or wholesale business. Students are guided by practical business specialists in following through every step in initiating a business, developing it, and managing it as a going concern.

The program of Foreign Trade represents a thorough training providing the student with unusual work-experience under the skilled guidance of outstanding foreign trade experts. Emphasis throughout the course is placed on the practical aspects of particular jobs, such as preparation of all documents needed in foreign trade. A comprehensive study undertaken in cooperation with representatives in the field of foreign trade early in 1945 meant that with the end of hostilities we were ready with the complete offering of 20 courses in this field.

The Advertising Course provides the student with an opportunity to obtain a thorough grounding in all essentials of advertising including copy, layout, production, media, agency procedures and practical marketing. A second portion of this course is devoted to equiping the student with sufficient skill and experience in one particular area to meet the occupational requirements of that job.

Sales Training is an unusually intensive course in selling designed to enable a student to step into a job and perform it effectively in short order. Training is built around a great amount of student participation in learning and practicing sound selling procedures and techniques. The instructional staff is composed of sales specialists with long-established reputations.

Thorough training in the Retail Credit Practice class is supplemented in this field by a period of actual work-experience in the field under the supervision of instructors and credit managers.

The programs for these courses were worked out in conjunction with business, with definite sponsorships by such organizations as the Sales Executives Club of New York. Instructors are business men, and the students are given an opportunity to work closely with business sponsors.

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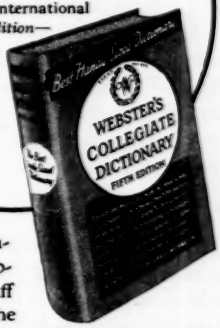

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The second program showing the cooperation possible between education and business in improving business operations is in planning special programs for industries, placing emphasis on special courses adapted to the needs of a specified industry.

In this area, we worked out a course in Food Store Management in cooperation with wholesalers, manufacturers, credit men, retail associations, and trade journal editors, and it is given under the sponsorship of leading trade associations in the Food-Dairy Group of New York to persons operating their own food stores.

This is a short, concentrated course dealing with the practical methods of food store management. Each topic studied in the course is of vital importance to the merchant because the ideas and methods developed can help him deal with the problems he faces day after day. The course teaches the food merchant or the one who wants to get into business, how to use his capital wisely and efficiently, how to plan and budget his operations for profitable business promotion, selling, buying and merchandising. The course deals in actual practices which contribute to smooth and economical store operation. The instructors are practical food men who know the grocery business and are especially qualified to give the course under the educational supervision of the college.

Sponsored by the New York Lumber Trade Association and the Northeastern Retail Lumbermen's Association in cooperation with the National Lumber Dealers Association, a new program of instruction for persons in the lumber industry has recently been opened to help relieve the lack of trained personnel in the lumber and building materials industry, and to increase the effectiveness of present employees in that industry. Executives from the lumber and building materials industry themselves train students through the "learn by doing" technique.

Programs for employees in a particular business or governmental agency are the third way of improving business operations.

In this area, a special course in Public Housing has recently attracted several hundred students to Evening Session classes. In this course, members of the Administrative staff of the New York City Housing Authority are participating in a series of lectures covering such topics as housing conditions and statistics, legislative background of public housing, renting and tenant selection, tenant management and related problems, maintenance and community activities and services, site management, temporary housing, and comparison of public and private housing.

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Under a policy which permits giving courses to any particular group of people, it has proved desirable to provide courses to employes in a particular business or office. Thus, accountancy courses are given to successive groups in the Internal Revenue Department, and management courses have been provided to persons on the executive level in a business. In one large paint manufacturing company eight sections were given successively, starting with the presidents, and going on down to department heads.

Business firms carrying on their own training programs send students in for especially designed courses in the Evening Sessions. The college has thus trained over 2,000 persons as a part of a program in which we cooperated with the veterans training program in one large establishment.

Means of cooperation with industry mark the fourth development in the field of business education since the war.

One type of cooperation with industry is the use by colleges of facilities supplied by business. Outstanding examples of this are the studios and other facilities supplied by radio stations for use of college classes.

The business extension program of the City College is pursued on the theory that there is a function to be performed outside of classrooms as well as in regular class instruction. At present there is an enrollment of 12,000 students in the Evening and Extension Division of the City College School of Business, not counting the attendance at conference and instruction not involving a complete course, and there is unmistakable evidence that the marked increase in enrollment has come about largely because of the adjustment in course content, changes in educational methods, use of instructors who understand and have had experience with the materials in which their adult students are interested, and the grouping of students so that instruction can be aimed at the needs of the individual student.

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THE PARTS OF SPEECH

It's said that pumpkins do not talk,
That turnips, too, are tacit;
That carrots, though they have their points,
Still lack an oral facet.
And yet, in spite of all of this,
And to my consternation,
Last night I found a garden group
In lively conversation.

"I'm just a noun," the pumpkin said,
Resplendent on a platter;
"A noun's a person, place, or thing,
And I'm, of course, the latter.
And though I'm quite conventional,
In grammar I'm not proper,
Or else I'd be a proper noun
Like Squire Hiram Gropper."

"And I'm a noun," the carrot piped,
"But I do double duty;
My color is an adjective
Describing things of beauty.
A carrot tam, a carrot wrap,
A carrot scarf or sweater—
An adjective describes a noun,
And sometimes makes it better."

"And all of us," the turnip said,
Revealing satisfaction,
"Just grow and grow, and grow's a verb,
A word denoting action.
And how, and when, and where we grow,
An adverb tells precisely—
An adverb modifies a verb
And does it rather nicely.

"But adverbs have their other jobs;
They change their roles in places
By modifying adjectives,
And adverbs, too, in cases.
The adjective is modified
In GEORGE IS VERY SICKLY;
And here the adverb's modified,
In JOE WORKS VERY QUICKLY."

"And then, of course," the pumpkin said,
"We have the preposition,
Relating noun or pronoun to
A word in close position.
Let's take the sentence, COME WITH ME;
Here *with's* a preposition
Relating pronoun *me* to *come*
And causing smooth transition."

"And don't forget," the turnip said,
"The word whose happy function
Is joining words or groups of words—
It's known as the conjunction.
In JOHN AND JANE WERE WED TODAY
The *and's* a gay connector
That ties the blushing Jane to John
As well as any rector."

"And now," the pumpkin blurted out,
"If no one has objection,
"Let's meet the word that stands alone,
The valiant interjection.
The interjection is a word
Expressing inner feeling—
Such words as AH! and OH! and GEE!
Are surely quite revealing."

"Let's not forget the pronouns, pals,"
The stringy carrot pleaded,
"Those words that take the place of nouns
When substitutes are needed.
Such words as YOU and SHE and HE
Are truly very handy
To break the repetitiousness
Of JOE and FLO and ANDY."

And then the pumpkin turned to me
And said, without a stammer,
"It must seem strange to you, my friend,
To hear us talk of grammar.
And if we've caused you puzzlement
We humbly beg your pardon—
We grew in Amherst, Mass., you see,
Near Noah Webster's garden."

—*John Barton Townes*
Granby, Mass.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS

Two men went into the house of worship to pray. One was a rich man, possessed of much wealth, and was a big taxpayer. The other was a teacher. The rich man lifted up his eyes and prayed, "Lord I thank Thee that I am able to contribute to the support of worthy causes and through my taxes to support the public schools and to pay the salary of this teacher. And I rejoice that unlike this poor teacher I am looked up to in the community."

The teacher bowed his head and prayed, "Lord, be merciful to me, a sinner, for I have failed. I was this rich man's teacher.

Then these two men, the rich man and the teacher, went out into the community. The rich man was indeed a power in his city. He was president of the State Chamber of Commerce and an important member of the Taxpayers' Association. Through his influence both the Chamber of Commerce and the Taxpayers' Association went on record as opposing further increases in appropriations for the public schools.

The State Chamber of Commerce hired an expert research man to establish proof of the answers to these two questions:

1. Do the public schools cost too much?

2. Are the public schools doing a good job with the money they own receive?

The Chamber had already provided the answer to the questions. And *mirabile dictu* the expert "proved" that the preconceived answers were correct.

A close analysis of the report of the expert's study which the Chamber unselfishly publicized because of its great interest in the *public good* showed several things. First, the greatest emphasis was placed on the cost of education. The next thing in order of importance was the taxpayer. Little or no consideration was given to the future welfare of the state and nation.

In view of the purpose of the investigation and report it was necessary to find the shortcomings of the public schools and to cite them. Any school man or woman knows that the schools fall short of 100 per cent efficiency. The schools do not accomplish all their purposes. There is some wasted effort and there is some wasted money in the administration of the public schools. These same statements would apply to many individuals and enterprises. Not many things accomplished by man are perfect.

In the days that followed, the teacher took stock of himself and of his work and of his purpose. He decided that to be looked up to in the community is not inconsistent with the purpose in his life work but is something that is necessary for the accomplishment of that purpose. And the teacher rededicated himself to service to his pupils. He decided that he would speak up anywhere at any time in defense of the schools when they are attacked; that he would strive to make them better; and that he would do something to help to overcome the defeatist attitude frequently expressed by teachers themselves that, "Teachers are fools. If they were not they wouldn't be teachers."

Any similarity between characters or organizations mentioned in this article and any living persons or organization is coincidental.

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LET HIM SPLIT 'EM

GEORGE W. LYON

MR. HORACE S. HADLOCK, Head of the English Department at Spudlee University, is deeply concerned and worried over the way his sixteen-year-old son, Harold, persists in splitting infinitives. One can understand how a conscientious English Professor, and a father in the bargain, would feel about such ungrammatical conduct on the part of his offspring.

The Professor who is aging too rapidly anyway, graying about the temples, with a bare spot atop his learned head, should not have this additional care and worry. Highly nervous and agitated he called on me one evening recently to ask my advice. A few days before he came to call he had received a note from Harold's high school teacher, Miss Fanny Frillerton, and this seemed to break the Professor's back, if one may be permitted to borrow the camel's last one, trite as it is. In his high-pitched voice, and with an air of parental concern, he read me her note.

Dear Dr. Hadlock:

It grieves me—even as I know it must you—to report that your son, Harold, will persist in splitting infinitives in his themes. This is all the harder to understand, since he is the son of a Professor who enjoys a national reputation as a master of the English language. I will not draw the painful parallel about ministers' sons who so often are a bit wild, but Harold does not reflect credit on either you or his teacher in this matter of persistent infinitive splitting. As his teacher I am at the end of my wits, and must appeal to you for help and cooperation. Thanking you, I am

Most sincerely,
Fanny Frillerton

"There," said he in an appealing tone, "there is the situation, and a painful one, too, that reflects on my reputation. You have been my friend for years, and I ask you what can I do."

Not having an infinitive-splitting son of my own, I was at some loss how to advise Dr. Hadlock. "You know, Doctor,' I said, "this is a day and age of champions in different fields, heroes in war, winners of races, champions in the ring and in athletics of all sorts, so a boy naturally feels that he should win distinction in one way or another. Doctor, what do you and I remember best about the youth Abraham Lincoln?"

"Why, I suppose it was his ability as a rail-splitter."

"Exactly, Doctor! If there was ever a better rail-splitter than young Lincoln, the history books do not record him.'

" But . . .", objected Prof. Hadlock just as I interrupted him.

"No 'buts' about it, Doc., your boy has the distinction of being the best, goldarned infinitive-splitter in Homeridge H. S. Should he later become famous or our President, he might be remembered for this very thing, his infinitive- splitting. Personally, I rather a boy of mine split infinitives than atoms. The atom splitters are likely to do much more harm and havoc in the world."

"You may be right, at that," rejoined Dr. Hadlock.

"Right! surely I am right. Now that there are no rails a boy can split a few infinitives."

"I guess he'll split 'em anyway," replied the good Doctor a little more reconciled, as he shook hands and said, "Good night."

WANT to spare yourself hours of unnecessary work on assignments, activities and tests? Try using WINSTON WORKBOOKS—they fulfill objectives of both novice and experienced teachers.

PHILADELPHIA—September 17, 160th anniversary of the signing of the Constitution—will be the starting point of the 8-car, red-white-and-blue "Freedom Train" carrying precious documents of American history to all sections of the U. S. The new WINSTON book, FIGHTING FOR FREEDOM, provides permanent reference to these documents. Watch for the "Freedom Train" in your state; take your pupils to visit it; buy FIGHTING FOR FREEDOM for your school.

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NEW edition—1947 copyright—of ARITHMETIC WE USE by Leo J. Brueckner, University of Minnesota and Foster E. Grossnickle, New Jersey State Teachers College, is now available.

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The News Digest

OF EDUCATION IN ACTION

Teachers Draft "Bill of Rights"

OXFORD, OHIO.—Teachers who participated in the National Conference for the Improvement of Teaching, held at Miami University here, drafted a "Bill of Rights" for the profession. The 15-point platform, later approved at the NEA Convention, included demands for a 40-hour week, more attractive working conditions, a greater share in over-all planning of the school program and a maximum class load of 25 pupils. Effecting the latter reform would call for 200,000 additional teachers.

Among the "musts" listed for American education were:

A five-year minimum college preparation for all teachers; elimination of emergency certificates; $2,400 minimum annual salary; tenure and retirement laws giving adequate protection; a sound in-service program for teachers; more democratic procedure in the school program; single salary schedule for elementary and high school teachers; greater academic freedom; more adequate health program for all children; increased community use of existing school facilities.

Student "Internes" Train with UN

LAKE SUCCESS, NEW YORK.—Twenty students, representing 11 eastern colleges, recently completed eight weeks of field work in international relations at UN headquarters here. The students, 13 of whom were veterans, were assigned as unpaid workers to various branches of the secretariat and also heard lectures from top secretariat officials on the UN organization and working methods.

The program was a "trial run," according to Gerald N. T. Widdrington of Canada, the UN training officer who planned and administered the scheme. The division hopes to establish it on a permanent basis and make the plan open to students all over the world, if grants for traveling expenses can be secured. Similar study opportunities may be made available abroad, Mr. Widdrington indicated.

Packed Colleges Shut Out Five-Sixths of Applicants

Current surveys show that the outlook for students seeking admission to America's colleges and universities is gloomier than ever. With educators predicting that the peak enrollment may not be reached until 1949 or 1950, the ratio of applicants to space available this fall has run 10 or 15 to one in some parts of the country.

According to a *New York Times* survey, most State Universities have been forced to bar out of state applicants, although the University of Kentucky and the University of Michigan were exceptions. A majority of the state institutions adopted priority listings for entrance, usually admitting them in the following order—veterans of the state, non-veterans of the state, out-of-state veterans, and out-of-state non veterans. Higher scholastic records were usually expected of out-of-state applicants. *Times* correspondent Benjamin Fine pointed out that for the time being state universities are not fulfilling their old function of absorbing students who for financial and other reasons could not attend private universities.

The picture in New England is similar. A survey by the *Boston Herald* among 17 colleges and universities in all New England states except Connecticut disclosed that at least 60,000 applicants were rejected this fall, while only 10,815 were admitted as freshmen. Colleges in this region were forced to reject all but exceptional students, although enrollments in almost every school reporting are higher than in 1946.

Washington Board Re-elects Woman Head

WASHINGTON, D. C.—The Board of Education of the nation's capital has had a woman as its chairman for the past twelve years and has re-elected her for the thirteenth yearly term. She is Mrs. Marion Wade Doyle, an active participant in civic affairs, who was first appointed to the board in 1928. Among her achievements have been special classes for the hard of hearing and arrangement of instruction at home for shut-in children.

The board consists of six men and three women, and its members are appointed by the justices of the Federal District Court. Residents of the district are proud of the intelligent, fair-minded management of the schools provided by Mrs. Doyle and her board associates.

Mrs. Doyle, who is a former teacher and a successful parent as well, is the wife of Henry Grattan Doyle, dean of Columbian College, George Washington University, noted authority on the teaching of modern languages.

Investigator Sees Intelligence Slipping

WASHINGTON, D. C.—Our national intelligence quotient is declining according to a survey made by Guy Irving Burch of the Population Reference Bureau here.

Burch was inspired to make his study by Sir Cyril Burt's survey of British conditions. According to that survey the number of British students of scholarship ability will be approximately halved and the number of feeble-minded almost doubled in fifty years. This conclusion was based on psychological tests and size of family.

Burch finds that this also holds good for the United States. He has studied our population statistics from the standpoint of psychological tests, educational attainment, economic status and type of occupation. "Regardless of which test we study," says Burch,

XUM

Chicago Reading Clinic Stresses Social Aims

CHICAGO.—Speakers at the 10th annual Reading Conference held on the University of Chicago campus here stressed the importance of the social and cultural by-products of reading.

According to Dr. William S. Gray, conference director, "Reading can and should be effective in molding the minds of youth and conditioning their social attitudes and actions." Although reading materials have improved notably, Dr. Gray added, instruction is handicapped by the prejudices and biases the child brings to school. "The teacher faces a kind of block to the type of thing we want to promote—finer personalities and better human relations," he said.

Miss May Hill Arbuthnot of Western Reserve struck a different note when she urged that adults who guide children's reading during this critical period of history watch themselves lest their anxieties carry over into the child's world. She reminded conferees that the aesthetic and spiritual values of literature are especially necessary today.

Miss Dorothy McCuskey of the Wisconsin Department of Public Instruction spoke on procedures and techniques in promoting democratic understanding through reading. She pointed out that although excellent materials for the study of democracy are now available, the teacher-dictator must be eliminated from the classroom and autocratic instruction replaced by democratic methods before real progress can be made.

Good news for the student who dislikes formal book reports came when Gordon Mork of State Teachers College, Bemidji, Minnesota, recommended that such reports be discarded, lest they develop unfavorable attitudes to reading. Mr. Mork suggested that recognition of the amount of reading through the students actual use of book knowledge be substituted for written or oral reviews.

"we may reach the general conclusion that the lowest third of our people in each one of these four categories has families about twice as large as those of the highest third."

One of Burch's sample studies suggests that virtually one-third of us are no better than dull or backward. Burch thinks that if the large families in the low ranges of intelligence are bringing about a decline of two or three I. Q. points in a generation, most Americans will be classed as dull or backward in a few decades. As a voting participant in helping to solve the many intricate problems of our complex civilization a dull and backward individual is almost as helpless as an idiot. In fact, he may be more dangerous to democratic institutions because he is easily commanded by demagagues and dictators, Burch said.

U. S. Maps Enlighten European Children

WASHINGTON,—School children of five western European countries by studying gift maps are learning more about the country whose soldiers crossed the Atlantic to help free them from Hitler's forces.

The Junior Red Cross bought 100,000 United States maps—60,000 large colored ones and 40,000 copies—and sent them as presents to school children in France, Belgium, The Netherlands, Luxembourg, and Denmark. All the charts were drawn up by the National Geographic Society.

Good English Required For U. of K. C. Degree

KANSAS CITY,—Beginning this term all students at the University of Kansas City must show that they can write English in a satisfactory manner before they will be permitted to receive their degrees. A recent ruling, adopted by the college faculty requires every candidate for a degree to pass a standarized English test.

If the student fails in the test, he is advised to take a special English course. The new regulation is an attempt to meet the criticism that the college student often is graduated as a semi-literate. The faculty feels that every student who is graduated should possess a level of literacy that distinguishes the educated man.

"Competence in one's own language is in keeping with the best traditions of our university program," President Clarence R. Decker commented.

Snow Elected NEA President

CINCINNATI, OHIO.—Glen E. Snow, president of Dixie Junior College of St. George, Utah, was elected President of the National Education Association at the conclusion of the five-day convention here. Mr. Snow, a members of the NEA National Executive Committee for four years, was elected over William S. Taylor of the University of Kentucky and Leonard L. Bowman, Vice-Principal of Santa Barbara, Calif., High School.

Convention delegates reiterated their stand on federal aid for education, and avoidance of teacher strikes, and called for exemption from federal income tax on retirement incomes and expansion of the teacher-exchange program.

UNESCO Seminar Studies Adolescence

PARIS.—Professor Robert J. Havighurst of the University of Chicago headed one of the two sections at the recent UNESCO Seminar on Education here.

His group studied the Characteristics of Adolescence in Various Countries, examining the different experiences undergone by boys and girls in the countries represented at the session. As one result of the Seminar, this section will produce a report which may be used to help teachers in all countries understand adolescence better, both in the aspects common to all nations and those peculiar to the culture of one country.

The other section of the Seminar worked on the problem of education for international understanding.

W. Va. Rural Children Get "Practical" Course

CHARLESTON, W. V.,—The little red school house lingers on in West Virginia, but grandpa would shudder if he could see what's going to happen inside this fall.

H. Cliff Hamilton, state supervisor of elementary education, has explained drastic changes in the educational plan for some 80,000 youngsters attending the state's one and two-teacher rural schools.

The program virtually will eliminate grades as they're commonly made up now. Pupils will be grouped instead into units for detailed study of practical subjects, such as dairying and

agriculture which are important in a rural community.

Elementary English, geography and kindred subjects will be subordinated to a place in the central theme of instruction, directly related to farm and community life.

Almost everything will be offered on the new group level. The youngsters will have a hand in mapping their own course of study.

"We are striving," Hamilton said, "to introduce a kind of training to meet the actual needs of the children and to encourage democratic thinking among them."

Hamilton said the new program was evolved after two years of study on the part of school authorities.

Classroom experiences, he added, indicate that the three R's as presently taught don't solve the problem as they once did. Of them, Hamilton said: "They simply do not provide the kind if instruction necessary for our pupils to move easily into community life.'"

Florida Grants Million To Negro College

TALLAHASSEE, FLA.—The Florida State Legislature has appropriated $933,000 to Florida A. and M. College for operational expenses the current school year, according to Dr. William H. Gray, president of the college. The appropriation came as a climax to a recent plant expansion program, during which the state made available over three million dollars for buildings.

Books Sought For World Recovery

The desperate and continued need for American publications to serve as tools of physical and intellectual reconstruction abroad has been made vividly apparent by appeals from men of learning in many lands, and from Americans who have seen that need. The American Book Center for War Devastated Libraries has, during the past year and a half, shipped nearly 1,000,000 volumes of highly selected books and periodicals abroad.

The Book Center, continuing its program through 1947, is making a renewed appeal for donations of books and periodicals, for publications of intellectual merit in all fields, and particularly for volumes published in the last ten years. Of especial value are complete or incomplete files of the *Journal of Education*. Such donations to this program will help in the reconstruction which must preface world understanding and peace.

Ship contributions to the American Book Center, c/o the Library of Congress, Washington 25, D. C. freight prepaid, or write to the Book Center for further information.

Survey Discloses Pattern For Contented Teachers

CHICAGO.—A countrywide survey conducted by the rural editorial service of the University of Chicago, while revealing a general pattern for a school system with high teacher morale, found that factors other than adequate salaries are important requirements for general contentment among instructors.

The survey, aimed at discovering the characteristics of a school system that produces satisfied and effective teachers, also reported that contented school systems were not common throughout the country.

In replies to the services' questionnaires, classroom leaders who described themselves as contented generally said that they received ample salaries, which were often achieved through cooperation of the teachers, the school board and the community.

Mentioned just as frequently in the replies so far received was the community's attitude toward the teachers and the schools. These teacherss said they had the admiration, respect and understanding of the citizens in the community and that the teachers made a point of participating in community affairs.

The quality of leadership and amount of responsibility granted to teachers were listed as important morale factors by a number of the teachers. They indicated that they preferred superintendents and principals who allowed them to participate in planning the teaching program and who allow teachers a large degree of freedom in the classroom.

Other items appreciated by teachers were adequate housing accommodations, modern and pleasant school plants and teacher welfare benefits.

Geography Teachers To Meet in Virginia

CHARLOTTESVILLE, Va.—The 1947 annual meeting of the National Council of Geography Teachers will be held at the University of Virginia here on December 27 and 29. Further details can be obtained from the President, Prof. Alfred H. Meyer, Valparaiso University, Valparaiso, Indiana.

Parochial Schools Test Case Sought

CINCINNATI, OHIO.—The Supreme Court of the United States in a test case should determine whether public money may be spent for parochial schools, it was agreed here by delegates of the 85th convention of the National Education Association.

The delegates adopted the recommendation of their national commission of the Defense of Democracy Through Education that prompt action be taken in this field to avoid tension and controversy. The report was read by Dr. Alonzo F. Myers of New York, chairman of the commission.

Dr. Myers referred to the letter made public by Archbishop John T. McNicholas of the Cincinnati diocese, in which the Archbishop appealed to the National Education Association to take a "conciliatory attitude" regarding the use of public funds for parochial schools.

Dr. Myers said he agreed with the Archbishop in deploring increasing tension on subject, but said that conciliatory attitudes could not determine a fundamental policy.

Harvard to Reopen Summer School

CAMBRIDGE, MASS.—Plans for the reopening of the Harvard University Summer School in the summer of 1948 were made public recently with announcement of the appointment of Dr. George W. Adams as Director.

In reviving the Summer School after a six--year closing, the University announced plans for putting summer classes on the same basis as those given during the regular University terms. The summer term will be lengthened to achieve this purpose.

Except for the wartime break, the Harvard Summer School has held classes every summer since 1871.

XUM

Carnegie Sponsors Inter-American Program

NEW YORK—Carnegie Corporation of New York has granted $250,000 for an experimental five-year program to develop four permanent university study centers on Latin America.

The project will be carried out jointly by the University of North Carolina, the University of Texas, the Tulane University of Louisiana, and Vanderbilt University, with each institution concentrating on a definite geographical area.

Designed to make available comprehensive knowledge of Latin America to students, teachers, businessmen and government officials, the program will provide in each center a strengthened undergraduate curriculum, broader facilities for graduate work and an expansion of library resources. For businessmen, missionaries and other non-student groups, the University of North Carolina, as a part of its expansion plan, will experiment with intensive language courses to be given by instructors from Latin America.

"Business Aid" Series Free to Schools

BOSTON—For teachers of commercial subjects the U. S. Department of Commerce makes available a new series called Small Business Aids.

Small Business Aids are compiled from actual current business experiences in wide fields of endeavor. Case studies of business operations and summaries of different firms are included in the series which is aimed at school and college students.

These Aids are sent free on request. Teachers in New England should make their request to the U. S. Department of Commerce, New England Regional Office, 1800 Customhouse, 2 India Street, Boston 9, Massachusetts.

N. H. University Head Picked by Louisiana

DURHAM, N. H.—President Harold W. Stoke of the University of New Hampshire has agreed to become president of Louisiana University, at the start of their academic year.

President of the university here since September, 1944, Stoke said in a statement that he made his decision only after "most searching deliberation" and after considering "factors which seemed educationally compelling."

Education Clinic At Winfield

WINFIELD, KANSAS.—The eleventh Annual Education Clinic for teachers, supervisors and administrators will be held here from October 2 to 4. The program will include an exhibit and new divisions in the field of music and vocational education. For further details write to Evan E. Evans, Superintendent and Clinic Manager, Winfield.

Ohio State Expands Guidance Program

COLUMBUS, OHIO.—Freshmen at Ohio University this fall should slip smoothly into the educational niche which best matches their abilities and interest—thanks to the University's Occupational Service.

The OOS launched a new pre-college counselling program this summer, aimed at getting newcomers off on the right foot academically. Incoming students who made appointments under the plan received a two-day service, including one complete day of testing and a personal interview with a counselor on a second day. When they arrive on the campus to begin their regular work, they will be equipped to choose the best courses on study by data about their own interests, abilities and general background.

Grins Between Grinds

HIS ONLY CHANCE

It was 3 o'clock in the morning and the policeman was rather suspicious of the man in evening clothes who walked slowly along the street, crossing and recrossing the road.

"Out rather late, aren't you?" asked the policeman.

"Perhaps it is a little late," agreed the man, "but its about the only chance a pedestrian has these days."

AH! LOVE!

The sweet young thing entered a photographer's studio with a small snapshot. "I want this enlarged," she said.

"Certainly; would you like it mounted?"

"Oh, that would be lovely," replied the girl. "He'll certainly look wonderful on a horse."

HER ROLE

Sammy: "Mother, we're playing we're elephants in the park. Please come."

Mother: "What can I do?"

Sammy: "You can be the lady that feeds candy and peanuts to the elephants."

THREE TIMES AND OUT

Some one recently asked Professor Einstein what sort of weapons he thought would be used in the next world war. The great scientist whose formulas led to the atom bomb replied that he did not know what weapons would be used in the third world war, but he could predict those to be employed in the Fourth. These, he said, would be stone spears.

THE HORSE FROWNED

Asked if a year at college had made any difference in his eldest son, a deep South farmer reflected: "Well, he's still a good hand with the plow, but I notice his language has changed some. It used to be 'Whoa, Becky! Haw! and Git up!' Now when he comes to the end of the row he says, 'Halt, Rebecca! Pivot and Proceed!'"

ANYTHING GOES

A third grade teacher received this note:

"Dear teacher,

Richard felt slightly indisposed in the general vicinity of his excavations in which his tonsils reposed, due no doubt to something or other.

His old Man"

JOB ANALYSIS

Three youngsters were in a bragging mood.

The first said: "My daddy is a poet. He writes a few words on paper and gets fifty dollars."

The second said: "My daddy is a song writer. He makes a few black spots on paper and gets a hundred dollars."

The third said: "My daddy is a minister. He just stands up and talks and when he gets through it takes six men to collect all the money."

MERE INTEREST

Teacher: "Now, Joany, what is one-fifth of three- sixteenths?"

Joany: "I don't know exactly, but it isn't enough to worry about."

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